LIS 693: Special Topics: History of LIS Education
Fall 2015

Syllabus

Instructor: Andrew B. Wertheimer, Ph.D.

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Meeting Time/Place: Thursdays 1:00-3:40 @ HL Room 3G

Course Overview:

In celebration of the UHM LIS Program’s 50th Anniversary, we will be offering a special graduate seminar exploring the history of LIS education. The ultimate goal of the course will be the creation of a scholarly e-book on the history of libraries, archives, and LIS education in Hawai’i. In order to meet this goal, this rigorous seminar will equip LIS and CIS students with an introduction to historiography and historical research methods, and an overview of librarianship and higher education in Hawai’i. Students will be doing a lot of reading, original research, some teaching, and work in a group.

Required Texts

Required Texts: Available at the University Bookstore:


**Additional Required Texts:** *Not Available at the University Bookstore* (please order a used copy online or read the library's copy):


Other readings are mentioned in the syllabus. Additional readings may be assigned.

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**Assignments**

1) Create a roughly 20-30 minute lecture summarizing one aspect of the optional books you read on LIS education. Focus on (a) What does the study make us wonder about LIS education at Hawaii? (b) What is the author’s thesis or main observation, (c) What kind of evidence did the researcher use to demonstrate the thesis? (d) What historical periods or divisions did the researcher use? You should then give an overview of the main findings with some historical details. (Worth 25%). See the list of suggested possible texts in the appendix of the syllabus. Other titles must be approved by the instructor.

2) Conduct primary research, such as a survey or oral history, including either a summary or transcript (Worth 25%)

3) Participate in a solo or group research paper related to LIS education in Hawaii (Worth 40%)

4) **Class Participation** (Worth 10%)

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**Course Schedule**

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**PART I: Introduction to History and Historical Research**
[Class 1]: 27 August 2015:
- **Lecture:**
  - Class Introduction
  - What is History?
- **Read:** Nothing due this week

[Class 2]: 3 September 2015:
- **Lecture:**
  - Historiography
  - Periodization
  - Primary vs. Secondary Materials
  - Triangulating & Evaluating Historical Materials
  - Historical Revisionism
  - Peer Review
  - Coming up with a research question
  - History Journals & Historical Associations
  - Library History Journals & Historical Associations
  - Historical Ethics
- **Read:** Anthony Brundage, *Going to the Sources* (first half)
- **Due:** Sign up in class for what book you want to read / critique / give summary and on which class date.

[Class 3]: 10 September 2015:
- **Lecture:**
  - Locating Archival Collections
  - Locating Materials inside an archival collection
  - Working with Archivists
  - Citing Materials
  - Closed Collections and Other Ethical Issues
- **Read:** Anthony Brundage, *Going to the Sources* (second half)
- **Due:** Nothing due this week

[Class 4]: 10 September 2015:
- **Lecture:**
  - Oral History
  - Use of Oral History
  - History of Oral History Method
  - Recording, Transcribing
  - Locating Existing Oral Histories
  - Various Schools of Oral Histories
  - Ethics of Oral History
  - Human Subjects
PART IIa: Brief History of Librarianship in the United States

[Class 5]: 17 September 2015:
- Public Libraries
- The American Library Association

[Class 6]: 24 September 2015:
- Rise of School Libraries & University Libraries
- Special Libraries
- Archives

[Class 7]: 1 October 2015:
Immigration, Civil Rights, Social Responsibilities & the Library’s Mission

PART IIb: Brief History of Librarianship in Hawai'i

[Class 8]: 8 October 2015: Read:
- Loomis, The Best of friends (entire book)

PART IIIa: Brief History of Higher Education/ LIS Education in the United States

[Class 9]: 15 October 2015:
Brief Overview of Major Events in Higher Education in the U.S.
- The Colonial College
- Seminar Method
- Graduate Education
- Morrill Act
- Types of Universities
- GI Bill
- Gender / Ethnic Issues
- Tenure, Scholarly Publishing, Grants and Funding for Higher Education
- College Life

[Class 10]: 22 October 2015:
Brief Overview of Major Events/ Themes in LIS Education in the U.S.
- European Models of LIS Education
- Dewey’s School of Library Economy
- The Carnegie Corporation & the Williamson Report
LIS Education at the Graduate Level
Research in LIS: Library Quarterly, University of Chicago & Columbia University Presses
AALS and ALISE
Accreditation
Various Reports on LIS Education
1960s/1970s Activism
Information Science
Archival Studies Education

[Class 11]: 29 October 2015:
**Critical Perspectives on LIS Education / LIS in Other Countries**

PART IIIb: Brief History of Higher Education / LIS Education in Hawai'i
[Class 12]: 5 November 2015:
Read articles by

- Wertheimer, TBA.
  [http://www2.hawaii.edu/~adamson/vol42a5.html](http://www2.hawaii.edu/~adamson/vol42a5.html)

PART IV: Doing the Research
[Class 13]: 12 November 2015:
Group Discussions:
**Deadline to Form Groups & Research Questions**
Formulating our Research Questions, Oral History Questions

[Class 14]: 19 November 2015:
- Group Work
- Dr. Wertheimer will be available in the class to meet with groups

>>> NO CLASS ON 26 NOVEMBER

[Class 15]: 3 December 2015:
- Group Work
- **Due**: Research Paper / Presentation Outline
  - Each group should review this with Dr. Wertheimer

PART V: Presenting our Research
[Class 16]: 10 December 2015:
We will invite the wider community to hear presentations on our research.
[Final Deadline]: 17 December 2015 at 1pm:

No class, but this is the due date for Final Draft of Research Paper & Primary History Report

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Expectations for All Assignments

**Plagiarism**, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don't do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts.

**Citation Style:**
Since the goal of this project will be the creation of an e-book, you are to use the following citation styles:

- *Chicago Style Manual*
- Use full footnotes (not endnotes)
  - Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date.
- For UHM/ Hawaii content, please use the [University of Hawai'i Style Guide](#)

**Limit Your Quotations**
In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected for narrow specific purposes such as showing an author’s language or demonstrating precise definitions. Quotes should not be used simply as if they were your own words to make your argument. You will lose points if your paper becomes a collage of others’ quotations.

**Contextualizing Your Information**
Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a *Library Journal* interview, Flushing (NY) Branch Librarian Esther Y. Cheng claimed, “....”

This context shows the reader the credibility of the source and its value.

**Long/ Block Quotations**
You should not have many quotations that are over 2 or 3 lines long. Any such “long quotation” (more than 1 sentence) should be placed in a **block quotation**, which does not use quotation marks or italics, but should be single-spaced and indented on both sides, along with full citation.
Formatting
Use 12-point Times font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor Wertheimer] and class [LIS 615] (all single spaced) on the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be paginated (except a cover page, which does not get counted).

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.

Titles and Headings
You also should use a descriptive and unique title for each paper. These help writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts.

Papers are due at the start of class. One point per day late will be subtracted from overdue assignments (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after final class meeting date.

Note Taking
There may be one or more quizzes or exams in class. These would be reflected as a part of your participation score. (See Participation for more on this.)

You should take good class notes of lecture and discussion. I do not usually make copies available of PowerPoint lectures (My main exception is for ESL students, who can download the slides from the computer immediately after class). I do this because studies have shown that note taking dramatically increases your memorization and keeps you more mentally involved in class.

Sample Papers
This is the first time to offer such a class, so there are no sample papers. The published readings should be your guide.

Grading
General Grading Criteria:
Specific grading criteria are mentioned in the instructions for each assignment, but in general I like to reward papers that are well-written, well-researched, creative, and show me that you are integrating questions from this class and your real life experiences and readings from relevant professional literature.

Part of demonstrating professionalism includes using LIS and hisorical terminology when appropriate. I also am happy if you can tie theoretical issues to the larger world as long as this supplements your LIS readings (not in lieu of them). I highly value critical thinking. Do not take everything you read or hear as truth.

Grading:
I hope that you will focus more on learning and experience than your grade in this course.

Grading Scale:
- 100-98 A+
- 97-94 A
- 93-90 A-
- 89 - 87 B+
- 86-83 B
- 82-80 B-
- 79 - 77 C+
- 76-73 C
- 72-70 C-
- 69 - 67 D+
- 66-63 D
- 62-60 D-

Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

(LIS Program) Student Learning Objectives

The Program’s first goal is for students to acquire the knowledge, skills, and attitudes that are fundamental to professional competence and career-long professional growth in the library and information services field. This course addresses the following objectives of the LIS Program, enabling you to:

Relevant Student Learning Outcomes
**SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.**
1a) Apply LIS theory and principles to diverse information contexts
1b) Demonstrate understanding of the historical context of information services and systems
1c) Develop and apply critical thinking skills in preparation for professional practice
1d) Craft and articulate a professional identity

**SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.**
2a) Demonstrate understanding of leadership
2b) Work effectively in teams
2c) Develop, manage, and assess information services for specific users and communities

**SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.**
3c) Search, retrieve and synthesize information from a variety of systems and sources

**SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.**
5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems
5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

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**LIS Research Methodologies**

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses”:

- **Historiography**: writing of history based on the critical examination of sources, the selection of particulars from authentic materials, and the synthesis of particulars into a narrative that will stand the test of critical methods.
- **Interview**: frequently used method for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information on a topic. Interviews may be useful as follow-up to responses on questionnaires. They are usually based on open-ended questions but interviews can also be partly structured.

**Explanation**: In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.
Course Learning Objectives

This is an advanced elective seminar course, enabling students to:

1. Gain a brief introduction to the history of academic, public, school, and special libraries and archives in Hawai‘i and the United States;
2. Gain a brief introduction to the history of higher education in Hawai‘i and the United States;
3. Understand some of the major events in the history of professional education for librarians and archivists in the United States;
4. Learn and apply basic historiographical skills (archival and oral history research) to analyzing a historical problem;
5. Be able to effectively summarize and lead a class lecture on a historical study;
6. To become more aware of the interplay between social and political contexts that shape libraries and higher education, especially in regards to the Native Kanaka Maoli and other diverse people in Hawai‘i.

It would be impossible to learn everything there is to know about history, historiography, history of librarianship or LIS education in one semester. I also hope the class will leave you with some skills and larger questions that will guide you throughout your professional career. I also hope it will encourage you to critically reflect on the role libraries and information play in facilitating democratic discourse.

Teaching Method

Class-time instruction will be a combination of seminar discussions, student-led and instructor-led lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.
Course/Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for alternative learning experiences to assignments (preferably during office hours). I reserve the right to reject them or offer counterproposals. If you want to pursue this, please consult with me well in advance of the deadline of the assignment you want to replace.

Assessing Participation

Your Class participation (10%) will be calculated based on a combination of the following:

(1) Attendance. At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences (via mail in Laulima), if possible.

(2) There may be one or more unannounced in-class quizzes or take-home exams during the semester. These may be given at any point of the semester at any time (i.e., start of class or end of class...) without advance warning. These cannot be made up unless the absence was excused before class. Exams or quizzes could cover any assigned readings or content from class lectures, guest speakers, or discussions. (Since we use two textbooks, you will be given a choice of quizzes based on your textbook). Quizzes may be true/false, multiple choice or short essay questions. The best way to prepare for them is to keep up with readings and to pay attention to Collection Management terms and ideas.

(3) Active participation in classroom discussion. This does not mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments. Your comments in class will be evaluated at the end of the semester on the basis of: (1) originality; (2) evidence of critical reading of the text and lecture notes; and (3) overall logic and clarity.
You are welcome to bring a laptop to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your cell phone ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I realize that our class is nearly three hours long, so I understand if you have to quickly go to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

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**Group Work**

At least one assignment is designed as a group project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group endeavors. Group assignments may include a segment in which you will evaluate the performance of each team member. This will influence that student’s grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not “carry their own weight” on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.
If you need reasonable accommodations because of the impact of a disability, please contact the Kokua Program (V/T) at 956-7511 or 956-7612 in Room 013 of the Queen Lili'uokalani Center for Student Services; speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Appendix: Suggested Text for Lecture Summary:
You will have to read and present on one of the following:

PART IIa: Brief History of Librarianship in the United States
TBA

PART IIIa: Brief History of Higher Education/ LIS Education in the United States


PART IIIb: Brief History of Higher Education / LIS Education in Hawai‘i
University of Hawaii Press, 1996.

Other options include any monograph or dissertation on LIS education mentioned in Chapter 11 (Education for Librarianship) of *American Library History: A Comprehensive Guide to the Literature*, eds. Donald G. Davis, Jr & John Mark Tucker (ABC Clio, 1989) or on the Ed Goedeken’s “Cumulative Bibliography of Library History” (ALA-LHRT) [http://www.ala.org/lhrt/popularresources/libhistorybib/libraryhistory].

Another option would be any monograph or dissertation on an LIS educator, such Richardson's *The Gospel of Scholarship: Pierce Butler and A Critique of American Librarianship* or Wiegand’s biography of Melvil Dewey, although the focus should be on the individual’s role and philosophy as an LIS educator.

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